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A discussion of women in industry.—A simple text, discussing briefly the problems involved in the employment of women and the various legal remedies by which regulation of these problems has been attempted, has just appeared.¹ Beginning with a cursory review of the economic position of women as reflected by the changes in industry, the authors establish the point often overlooked that "women have always worked;" and discuss the extent to which they are now industrially employed and the measures which have been taken by the various states for their protection.

The purpose of the discussion is not so much to enumerate laws passed, as to indicate the protective regulations desirable, and to this end measures which have been adopted or only proposed are dealt with from the standpoint of their probable efficacy. The purpose of all protective legislation is twofold, to guard the individual woman against exploitation and to bring women as a whole to a state of industrial development in which they will "no longer stand as possible hindrances to the steady progress toward a genuine democracy in industry." The working woman, an industrial asset, may become a social liability unless, as the authors maintain, she is given suitable protection in the industrial world. Such protection includes the regulation of working hours, provision for sanitary and fairly comfortable working conditions, prohibition of employment in certain dangerous occupations and processes, a living rather than a minimum wage, health insurance, the right of collective bargaining, and opportunity for some training and the exercise of some choice of pursuit. Equal pay for equal work is advocated, and, under conditions of work reserved exclusively for women, a legal minimum based upon the cost of living should offset the lesser bargaining power of women.

The pamphlet concludes with a brief discussion of the new type of worker evolved by war conditions and an appeal for justice and democracy in industry.

The material was primarily conceived of as for use among industrial women, although the authors have endeavored to fit the text to a broader use through keeping in mind the needs of the college student, the business man, club woman, social worker, and others.

MARY E. KOLL

*Four bulletins from the Bureau of Education.*²—The first one of the four we have at hand deals with the junior college. Any one who wishes to get a good view of the fundamental changes through which our whole scheme of education is going cannot overlook the important part played by the junior college. This bulletin shows the history of this institution, its definition, present status, and various provisions for its recognition in several states of our country. At the

¹ ELEANOR L. LATTIMORE and RAY S. TRENT, *Legal Recognition of Industrial Women*. New York: Industrial Committee, War Work Council of the National Board of the Young Womens' Christian Associations, 1919. Pp. xiv+91.

² Bulletins of the Bureau of Education, Department of the Interior: No. 35, *The Junior College*; No. 46, *Bibliography of Home Economics*; No. 56, *The Administration of Correspondence-Study Departments of Universities and Colleges*; No. 74, *The Federal Executive Departments as Sources of Information for Libraries*. Washington: Government Printing Office, 1919.

close of the main discussion, there is a six-page summary that shows at a glance many, if not all, of the essential features known at the present time about the junior college. Fourteen appendixes appear in the last pages in which are found the different questionnaires used in gathering the information, many tables containing a mass of information, and an extended bibliography. Copies of this and the following bulletins may be had from the Superintendent of Documents Washington, D. C., for a nominal sum.

The second bulletin is a revision of Bureau of Education Bulletin No. 39, 1914, *Education for the Home*, by Dr. Benjamin R. Andrews, with the addition of books published since that date. The pamphlet as now issued contains an exhaustive list of books, charts, bulletins, syllabuses, and periodicals about home economics, and gives the date of publication, place where they can be secured, the price, author, and publisher. In addition to the above, one can find literature on how to teach economics, the source and use of clothing and textiles, economics in the family, foods and cooking, the house and household activities, and the relation of the sciences to home economics. A more complete cataloguing of printed helps along the lines of home economics is not available, perhaps, in the United States.

The third bulletin before us deals with the administration of correspondence departments of universities and colleges. It is not feasible here to go into the details of the bulletin, but a few lines from the preface will indicate the nature of its contents. "An attempt has been made to collect in systematic order the typical practices and methods of correspondence departments, rather than to attempt a statistical statement or tabulation of the extent of any of these practices and methods." At the close of the bulletin the author sums up his conclusions as follows: "This description of the work of correspondence-study departments makes it evident that in the near future there will be need for the further development and standardization of certain operations and methods of administration." Our discussion of this bulletin may be concluded most usefully, therefore, by quoting the suggested points at which this development is likely to take place: "1. The budget system will probably be applied to correspondence-study departments, and systems of accounting developed which will make it possible to determine the cost of each phase of correspondence-study work. 2. One or two standard methods of payment for the preparation of correspondence courses will probably be adopted. 3. There will be a more satisfactory adjustment of the methods of paying instructors. 4. It is probable that the student questionnaires will be used more largely than at present for obtaining data upon the basis of which correspondence courses may be standardized. 5. It is probable that there will be considerable development in the methods of co-ordinating correspondence-study and university records. 6. The relationship which correspondence work bears to resident work will be clarified and more accurately defined."

The fourth bulletin gives information to librarians as to where they can send to get all the information that the United States has to offer to the people. "Brief stories are given in the following pages of the functions and, in some instances, of the accomplishments of the various offices of the Federal Executive Departments which have printed matter of interest to libraries."

Any citizen may send for some of this material listed in this bulletin and get it by the payment of a small sum. The bulletin in question has a great deal of very interesting reading about our government that is not to be found in any other place. Letters from every department of the government, the organization of each department, and first-hand stories of the departments fill 204 pages and form a body of material that is exceedingly difficult to find anywhere else. No text in civics or history is comparable to this bulletin in the body of material that it contains. To match it, one would be compelled to search far and wide to assemble the data.

Conservation of vision in public schools.—In this day of conservation of all resources we are not surprised nor displeased to find for our perusal the latest publication¹ of the National Committee for the Prevention of Blindness. Quoting from a letter to the *School Review* from the managing director of the above committee, "Classes for conservation of vision have been formed in a number of cities in several states and having continued long enough to have passed the experimental stage the question of establishing such classes in the public schools throughout the United States has become of such vital interest and inquiries concerning methods of procedure, equipment, selection and training of teachers, standards for entrance, etc., have become so numerous, that there is an evident necessity for a handbook on the subject. Those who have informed themselves of the need of provision in the educational process for meeting the requirements of an unfortunate group—neither blind nor yet wholly competent from a visual standpoint—are of the opinion that this manual should be in the hands of every state and city superintendent of schools, principal, and teacher interested in sight-saving classes."

Besides a history of the movement to organize classes of children who have poor vision, reasons for aiding them in this positive fashion, and the necessary equipment for doing the work, there is quite a full discussion of every other professional and administrative problem that would likely come up in trying to execute proper plans to save this unfortunate class of boys and girls. The Committee, through its secretary, has accomplished what it set out to do, namely, put forth a handbook in which full details for conserving vision are clearly stated.

In the conclusion we find, "The best recommendation for conservation of vision classes comes from the children themselves. They never want to leave when the dismissal bell sounds. They are not truants, although while in the regular grade truancy was perhaps their greatest fault. They are interested, and interest is the magic word in education. They grow independent, because they must learn to do things for themselves. They become confident, for through confidence their trust is won. They go forth messengers of light, because they have been saved from darkness."

Surely this subject is worthy the careful consideration that is here set forth, and when we know that in smaller systems of schools many an unfortunate child has to struggle along as best he can among the normal children, or drop out en-

¹ WINIFRED HATHAWAY, "Manual for Conservation of Vision Classes," *National Committee for the Prevention of Blindness Publications No. 18*. New York: National Committee for the Prevention of Blindness, 1919. Pp. 108. \$0.50.